

I.S. 73Q ELA Lesson Planning Template (Scaffolded)

Teacher: _____ Subject/Unit: _____ Lesson: _____

New York State Learning Standard(s)	Big Idea/Understanding
<input type="checkbox"/> Which state standard(s) does this lesson address?	<input type="checkbox"/> What insight or “a-ha” about the skill, topic, and or concept of the lesson do you want students to walk away with?
Aim/Teaching Point/Lesson Objective	Potential Student Misconceptions
<input type="checkbox"/> What skill is the focus of this lesson?	<input type="checkbox"/> What are some common misconceptions that students may have about the lesson topic, concepts, and/or skills? <input type="checkbox"/> How will you anticipate and/or address these misconceptions in the lesson?

Pre-/Formative Assessment Data Source(s)	Differentiation Elements
<div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> Entrance card <input type="checkbox"/> Exit card <input type="checkbox"/> Survey <input type="checkbox"/> Inventory <input type="checkbox"/> K-W-L <input type="checkbox"/> Observation notes <input type="checkbox"/> Conferencing notes </div> <div style="width: 33%;"> <input type="checkbox"/> Homework <input type="checkbox"/> Discussion <input type="checkbox"/> Notebook check <input type="checkbox"/> Lab <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> In-class activity </div> <div style="width: 33%;"> <input type="checkbox"/> Student self-assessment <input type="checkbox"/> Diagnostic assessment <input type="checkbox"/> Quiz/Test <input type="checkbox"/> Project <input type="checkbox"/> Portfolio <input type="checkbox"/> Other: </div> </div>	<div style="display: flex;"> <div style="flex: 1;"> Differentiated by <input type="checkbox"/> Content <input type="checkbox"/> Process <input type="checkbox"/> Product <input type="checkbox"/> Learning Environment </div> <div style="flex: 1;"> According to students' <input type="checkbox"/> Readiness <input type="checkbox"/> Interest <input type="checkbox"/> Learning Profiles <input type="checkbox"/> Affect </div> </div>

Connection
<input type="checkbox"/> How will you hook students' interest in the lesson topic/concept? <input type="checkbox"/> How will you explicitly make connections to students' prior knowledge and experiences, previous lessons, and/or an ongoing focus of the unit or class? In other words, how will you give the students context for the lesson? How will you “set the stage” ?

Teaching/Modeling	Questioning
<input type="checkbox"/> How will you tell the students the Teaching Point ? <input type="checkbox"/> How will you Model the Teaching Point (e.g., demonstration, shared inquiry, guided practice)?	<input type="checkbox"/> What prompts or questions will you use to provoke, generate, or direct students' thinking? <input type="checkbox"/> How will you use prompts or questions to address/uncover students' misconceptions ?
Active Engagement & Link	
<input type="checkbox"/> What will Active Engagement involve? What will the students be doing, and how will they do it? <input type="checkbox"/> What Link will you make between what the students have done and what they will do in the work time?	
Work Time	Work Time Grouping & Management
<input type="checkbox"/> What activities will students be completing? How will those tasks be differentiated ? What formative assessment data drives which students receive which tasks?	<p>Worktime/Conference groupings (if applicable) are</p> <input type="checkbox"/> Homogeneous <input type="checkbox"/> Heterogeneous <p>With students working</p> <input type="checkbox"/> Individually <input type="checkbox"/> In partners <input type="checkbox"/> In triads/quads <input type="checkbox"/> In _____ <p><u>Other Management Provisions:</u></p> <input type="checkbox"/> How will you assign/distribute the task(s) to students? <input type="checkbox"/> How will you monitor student progress with the tasks? <input type="checkbox"/> What self-help strategies or routines will be in place for when students are "stuck" and you are conferencing? <input type="checkbox"/> What will early finishers do? How will they know what to do?
Conferencing Focus (during Work Time)	
<input type="checkbox"/> With whom will you Conference? <input type="checkbox"/> What will the focus of your conferencing be, and why? <input type="checkbox"/> How will you structure your feedback to students?	

Share Time/Closure	Formative Assessment Sources
<ul style="list-style-type: none"> <input type="checkbox"/> Will you ask students to share their work? What strategy will you use to make share time efficient? <input type="checkbox"/> How will you restate the Teaching Point? <input type="checkbox"/> How will you close the lesson? What connection will you make between what the students have done in this lesson, and how it will help them as [writers], for upcoming lessons, and/or in their everyday lives? 	<ul style="list-style-type: none"> <input type="checkbox"/> What source(s) of data from this lesson will drive your decisions in the next lesson or future lessons? (Refer to the formative assessment list on p. 1.) <input type="checkbox"/> What do you anticipate learning or being able to “see” from this data? Why?
Homework	
<ul style="list-style-type: none"> <input type="checkbox"/> What assignments related to today’s lesson, tomorrow’s lesson, or an ongoing focus will students complete for homework? 	

I.S. 73Q ELA Lesson Planning Template (Blank)

Teacher: _____ Subject/Unit: _____ Lesson: _____

New York State Learning Standard(s)	Big Idea/Understanding
Aim/Teaching Point/Lesson Objective	Potential Student Misconceptions

Pre-/Formative Assessment Data Source(s)	Differentiation Elements
<input type="checkbox"/> Entrance card prompt(s) <input type="checkbox"/> Exit card <input type="checkbox"/> Survey <input type="checkbox"/> Inventory <input type="checkbox"/> K-W-L <input type="checkbox"/> Observation notes <input type="checkbox"/> Conferencing notes <input type="checkbox"/> Homework <input type="checkbox"/> Discussion <input type="checkbox"/> Notebook check <input type="checkbox"/> Lab <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> In-class activity <input type="checkbox"/> Student self-assessment <input type="checkbox"/> Diagnostic assessment <input type="checkbox"/> Quiz/Test <input type="checkbox"/> Project <input type="checkbox"/> Portfolio <input type="checkbox"/> Other:	Differentiated by <input type="checkbox"/> Content <input type="checkbox"/> Process <input type="checkbox"/> Product <input type="checkbox"/> Learning Environment According to students' <input type="checkbox"/> Readiness <input type="checkbox"/> Interest <input type="checkbox"/> Learning Profiles <input type="checkbox"/> Affect

Connection

Share Time/Closure	Formative Assessment Sources
Homework	

I.S. 73Q ELA Lesson Template

Teacher: **Deirdre Cassidy & Kevin Raftery**

Subject/Unit: **ELA**

Lesson: **Colon Usage**

New York State Learning Standard(s)	Big Ideas/Understanding
<ul style="list-style-type: none"> Observe rules of punctuation, italicization, capitalization, and spelling as follows: --punctuate correctly simple/compound/complex sentences, titles of articles/literary works, and business letters 	<ul style="list-style-type: none"> Writers use punctuation to let the reader know how to read their ideas. Writers use colons to “announce” or act as a gateway to a list.
Teaching Point	Potential Student Misconceptions
<ul style="list-style-type: none"> To understand the use of a colon by examining how it can separate a sentence from a list. 	<ul style="list-style-type: none"> A colon and a semicolon are the same thing. A colon is something only very advanced writers can use. Colons and commas work the same.

Pre-/Formative Assessment Data Source(s)	Differentiation Elements
<div> <input type="checkbox"/> Entrance card <input type="checkbox"/> Homework <input type="checkbox"/> Student self-prompt(s) </div> <div> <input type="checkbox"/> Exit card <input type="checkbox"/> Discussion <input type="checkbox"/> Student self-assessment </div> <div> <input checked="" type="checkbox"/> Survey/Pre-test on colons <input type="checkbox"/> Notebook check <input type="checkbox"/> Diagnostic assessment </div> <div> <input type="checkbox"/> Inventory <input type="checkbox"/> Lab <input type="checkbox"/> Quiz/Test </div> <div> <input type="checkbox"/> K-W-L <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Project </div> <div> <input type="checkbox"/> Observation notes <input type="checkbox"/> In-class activity <input type="checkbox"/> Portfolio </div> <div> <input type="checkbox"/> Conferencing notes <input type="checkbox"/> Other: </div>	<div> Differentiated by </div> <div> <input type="checkbox"/> Content <input checked="" type="checkbox"/> Process <input type="checkbox"/> Product <input type="checkbox"/> Learning Environment </div> <div> According to students' </div> <div> <input checked="" type="checkbox"/> Readiness <input type="checkbox"/> Interest <input type="checkbox"/> Learning Profiles <input type="checkbox"/> Affect </div>

Connection
<ol style="list-style-type: none"> Begin with the PowerPoint slide entitled “Cool Colons” with pictures of emoticons that use colons. Reference previous discussion of colons from the lesson on creating and using an index. Also reference student responses on a colon pre-assessment. Display selected results.

Teaching/Modeling	Questioning
<ol style="list-style-type: none"> Display and state the Teaching Point: “Today, we are going to focus on how the colon is used to introduce a list.” Use a visual aide to explain and show how colons can be used to introduce a list, emphasizing that the part of the 	See PowerPoint Slides

<p>sentence prior to the colon must be able to stand alone as a complete sentence.</p> <p>5. Display example sentences that might need a colon and model where to insert colons.</p>	
Active Engagement & Link	
<p>6. <u>Turn & Talk</u>: Students turn to a partner and have 1 minute to decide where and whether a colon is needed in two example sentences.</p> <p>7. <u>Link</u> what the students have seen and done to their upcoming work time, during which they will complete a set of ThinkDots activities.</p> <p>8. Display and explain the strategy, and model with a co-teacher or a student what the students will do in their groups</p>	
Work Time	Work Time Grouping & Management
<p>9. Students complete a tiered ThinkDots Activity in groups of 4-5. Form groups on the basis of the colon pre-assessment survey.</p> <p>10. Students exchange papers with someone in their group, peer-edit any mistakes, and discuss why the responses were/were not correct.</p>	<p>Worktime/Conference groupings (if applicable) are</p> <p><input checked="" type="checkbox"/> Homogeneous</p> <p><input type="checkbox"/> Heterogeneous</p> <p>With students working</p> <p><input checked="" type="checkbox"/> In 4s and 5s</p> <p><u>Other Management Provisions:</u></p>
Conferencing Focus (during Work Time)	
<ul style="list-style-type: none"> ▪ Meet with students who demonstrate on the pre-assessment that they have little to no idea what a colon is or how it's used. ▪ Use a graphic organizer (see attached) to help them to visualize exactly where/when a colon is necessary. ▪ Gauge the effectiveness of the conference by examining students' exit card responses. 	<ul style="list-style-type: none"> ▪ Display procedural directions for the groups on a PowerPoint slide. ▪ Copy the tiered ThinkDots on different-colored paper. ▪ Have students complete all of the colon questions on looseleaf paper. ▪ Show students where the answer key for their activity sheet is. Tell them if they finish their peer editing before work time is over, they may send one student to get the key and begin to check their work.

Share Time/Closure	Formative Assessment Sources
<ul style="list-style-type: none"> Students peer edit and complete an exit ticket. 	<ul style="list-style-type: none"> Students will complete an exit ticket that prompts them to insert colons, as needed, in five sentences. This allows the teacher to check individual students' understanding of how to use colons when introducing a list. Question 3 will probably be a good question for distinguishing students who have mastered the rule and students who have not
Homework	
<ul style="list-style-type: none"> Students find two examples of colons in their independent reading books and decide why they are placed in those sentences. 	

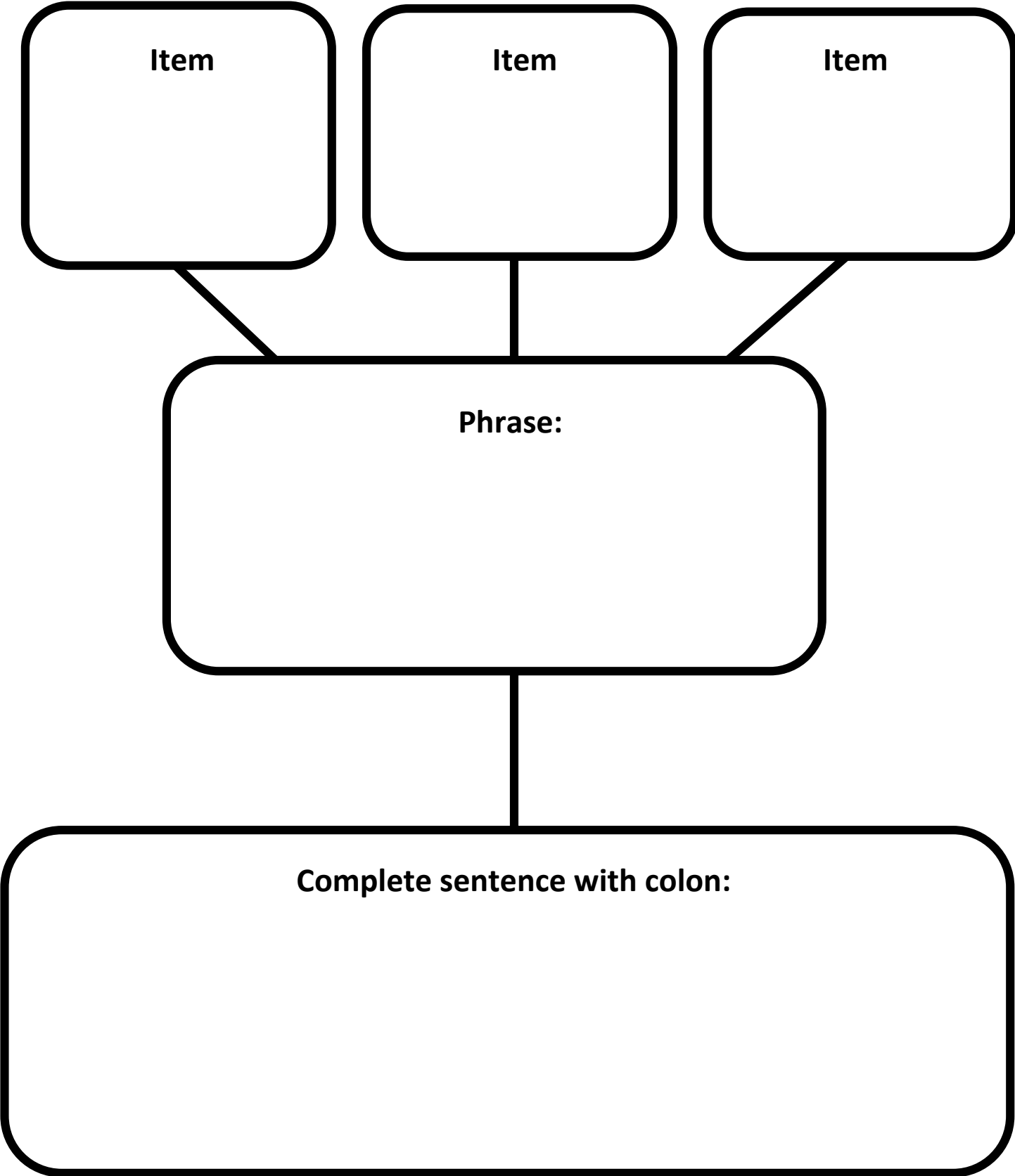
Name _____ Date _____ Class _____

Colons Pre-assessment

- 1. What is a colon?**
- 2. What are colons used for?**
- 3. Where have you seen a colon?**
- 4. When do you think you use a colon?**

Directions:Place colons where needed.

- 1. You need these guys Will, Boyd, Jeff, and Jim.**
- 2. She had three personality flaws pride, selfishness, and a temper.**
- 3. The singers will be you, Pam, and Becky.**
- 4. For the campout we will need the following things a tent, three sleeping bags, and a gas lantern.**
- 5. Next semester I will be taking four courses Algebra II, English Literature, American History, and Biology III.**



EXIT TICKET

Instructions: Insert **5 colons** where they are needed in the following sentences. HINT: You will not need one in every sentence!

1. I have homework due in every class English, math, social studies, and science.
2. Tom eats many different types of vegetables carrots, peas, broccoli, cauliflower and beans.
3. My favorite television shows are Fear Factor, Hockey Night in Canada, and CSI.
4. Christine bought several items at the mall a pair of boots, a coat and a scarf.
5. I have four brothers Craig, Jacques, Marc, and Todd.
6. Matt needs to wear all sorts of safety gear while rollerblading a helmet, knee pads, elbow pads, and wrist guards.

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I.S. 73Q ELA Lesson

Teacher: Lizzie Johnson, Laura Smith, & Kim Carlson

Biography Unit—Identifying Defining Features for a Person’s Life

New York State Learning Standard(s)	Big Idea/Understanding
<ul style="list-style-type: none"> E1c: Read and comprehend informational materials. 	<ul style="list-style-type: none"> Reading biographies with specific questions and “lenses” can help the reader make sense of the subject’s life. <i>Achievement, obstacles, and traits are important information to understand when reading a biography.</i>
Aim/Teaching Point/Lesson Objective	Potential Student Misconceptions
<ul style="list-style-type: none"> To identify the traits of a biography subject by finding and making sense of the obstacles they faced and their achievements. 	<ul style="list-style-type: none"> Many students confuse goals with achievements.

Pre-/Formative Assessment Data Source(s)	Differentiation Elements		
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Other: Fountas & Pinnell Levels <input checked="" type="checkbox"/> Previous in-class activity and exit card on timelines (i.e., identifying significant /details someone’s life) 	<table border="0"> <tr> <td style="vertical-align: top;"> Differentiated by <input checked="" type="checkbox"/> Content <input type="checkbox"/> Process <input type="checkbox"/> Product <input type="checkbox"/> Learning Environment </td><td style="vertical-align: top;"> According to students’ <input checked="" type="checkbox"/> Readiness <input type="checkbox"/> Interest <input type="checkbox"/> Learning Profiles <input type="checkbox"/> Affect </td></tr> </table>	Differentiated by <input checked="" type="checkbox"/> Content <input type="checkbox"/> Process <input type="checkbox"/> Product <input type="checkbox"/> Learning Environment	According to students’ <input checked="" type="checkbox"/> Readiness <input type="checkbox"/> Interest <input type="checkbox"/> Learning Profiles <input type="checkbox"/> Affect
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Connection
<ol style="list-style-type: none"> Set the purpose of the lesson by connecting the previous lesson with the current lesson. (<i>“Yesterday, we talked about achievements and how people’s achievements affect other people. Today, we are going to answer questions about how people achievements and the obstacles they faced, in order to decide what traits that person must have had.”</i>) Reference yesterday’s study of Amelia Earhart. (<i>“Yesterday, we read about Amelia Earhart. Her biggest achievement was being the first woman to fly solo across the Atlantic Ocean. At that time, in the early 1900s, it was difficult for a woman to become a pilot, let alone fly across the Atlantic Ocean! Women did not have the same opportunities they do today. The way society viewed women was an obstacle to Amelia Earhart’s success. But she achieved her goal by working hard, taking flying lessons—she even bought her own plane. This tells me something about Earhart. She was a determined person; she didn’t let anything stop her. She overcome many obstacles. Thanks to people like her, women today can be anything—a doctor, a lawyer, a pilot—even President!”</i>) Transition: Let’s look at our own President, Barack Obama, and what his achievements and obstacles he faced tell us about his traits.

Teaching/Modeling	Questioning
<ol style="list-style-type: none"> Display and read Barack Obama biography excerpt. Model underlining/highlighting his achievements (in one color) and the obstacles he faced (in another color). Model transferring highlighted information to a chart (see attached). Pose: "What kind of person is President Obama, as far as we can tell from what obstacles he faced, and how he overcame those obstacles to achieve great things?" (Model one possible, e.g., determined, and take other responses). 	<ul style="list-style-type: none"> What were _____'s achievements? What obstacles did _____ face in trying to achieve his goals? Is _____ brave? What evidence do you see in this text? Is _____ determined? What evidence do you see in the text? Is _____ intelligent? What evidence do you see in the text?
Active Engagement & Link	<ul style="list-style-type: none"> What did you partner highlight? Is it achievement or an obstacle or evidence of a trait? How do you know?
<ol style="list-style-type: none"> Active Engagement: <i>Read the next four sentences. Choose 1 achievement and highlight it, OR an obstacles an highlight it, OR evidence of a trait this person has and highlight it.</i> Turn & Talk: Explain what you highlighted and defend it as an achievement, obstacles, or trait. 	
Work Time	Work Time Grouping & Management
<ol style="list-style-type: none"> Students read one of four biographical passages, assigned based on F & P Reading Levels: Lance Armstrong (Level I-J) Wilma Randolph (Level L-P) Abe Lincoln (Level Q-T) Elizabeth Cady Stanton (Level V-Z) <ul style="list-style-type: none"> Partners read text aloud. Partners switch stations (achievements, obstacles) and answer new question/highlight details in text. 	<p>Worktime/Conference groupings (if applicable) are</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Homogeneous by readiness readiness <input type="checkbox"/> Heterogeneous <p>With students working</p> <ul style="list-style-type: none"> <input type="checkbox"/> Individually <input checked="" type="checkbox"/> In partners <input type="checkbox"/> In triads/quads <input type="checkbox"/> In _____ <p><u>Other Management Provisions:</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Display Worktime Agenda on Board. <input checked="" type="checkbox"/> Use a timer to give students a sense of urgency, and to keep the lesson on track. <input checked="" type="checkbox"/> Use "scaffold" charts to provide focusing questions, definitions, and pictures for "achievements" and "obstacles".

Conferencing Focus (during Work Time)	
<ul style="list-style-type: none"> Two Conferencing Groups: <i>Beginning Readers (Levels A-D), with Kim:</i> Use a model text (Ella Fitzgerald) and help students discern obstacles only. Practice on own with Lance Armstrong group. <p><i>Students who struggled with previous exit card, with Lizzie:</i> Work with students on how to identify significant events in a person's life by sorting achievement and obstacles. "What does this reveal?"</p>	

Share Time/Closure	Formative Assessment Sources
<p>12. <u>Pair & Share:</u> Have students pair and share obstacles, achievements, and traits, and check one another's work using the questions on the bottom part of their organizer.</p> <p>13. Whole-Group Share/Synthesis. Solicit one obstacle, one achievement, and one trait from each group. <i>Option: Give students 30-45 seconds to decide what they are going to share, and to put it in these terms:</i></p> <p>[This person] was _____. We know this because he achieved [these things] and overcome [these obstacles].</p> <p>14. Before students share, prompt all students to listen for the similarities between these people's traits and stories.</p> <p>15. Wrap-Up/Punchline. Ask students for what similarities they heard. End with a connection to how today's work will inform tomorrow's work.</p>	<p><input checked="" type="checkbox"/> Formative assessment data will come from the completed graphic organizers, completed homework, students oral responses to questions, and teacher observations during conferencing.</p>
Homework	
<p><i>Write a paragraph on 1-2 traits of the person you read about today. Use evidence from the text to support your ideas.</i></p>	

July 28, 2009 Reader's Workshop 782

Teaching Point: To identify a person's traits by identifying their achievements and obstacles.

Mini-lesson: Achievements
Obstacles

Excerpt from Barack Obama:
United States President

Work Time:

1. Read the biography with your partner.
2. Highlight obstacles in yellow and achievements in pink.
3. Return to work groups and complete your graphic organizer.
4. Identify 1 trait and explain why you chose that trait.

Closing: With a partner in your group, take turns sharing + jotting Achievements, Obstacles and Traits.


Check your partner's work by answering the questions at the bottom of your organizer.

Make sure you answer why or why not.

Achievements

What important things has this person accomplished?
Highlight achievements in pink.

An achievement is something you accomplish, a goal you reach
synonym - accomplishment, success



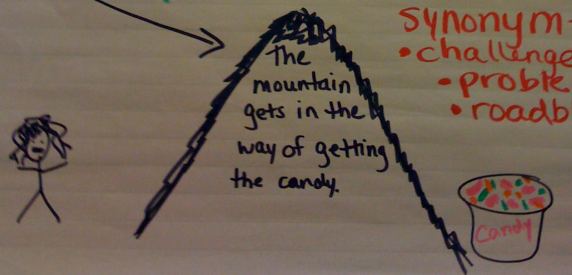
Obstacles (difficult experiences/problems that could get in the way of success)

What problems has this person faced?
Highlight obstacles in yellow.

An obstacle is a problem or challenge which gets in the way of success.

Synonym =

- challenge
- problem
- roadblock



Groupwork Self-Evaluation Sheet #1

Use this form to evaluate how well you and your group functioned.

Group Cooperation

1. How well did your group members get along? *Not well* *Well* *Very well*

Support your response with an example.

2. List at least one thing you learned from the other members of your group.

3. List at least one thing the other members of your group learned from you.

4. Suggest one way this assignment/task could be improved to help your group members cooperate more fully.

Groupwork Self-Evaluation Sheet #2

Personal Contribution

1. List the tasks you completed during this group assignment.
2. Explain how your task was important to the group's final product.
3. How would you evaluate your performance on this assignment?

*Excellent**Good**Could have been better*
4. Explain/justify your answer to the previous question.
5. What steps could you take to improve your performance in the future?

<i>Today I...</i>	Rarely/Not At All	Sometimes	Often
Contributed my ideas.			
Listened to and respected the ideas of others.			
Positively encouraged others.			
Followed the directions of others			
Helped to solve problem			
Concentrated when working			
Did my part			

(Answer on back)

- A. What did I contribute to our final product?
- B. What problems did I have to solve while I was working? How did I try to solve those problems?
- C. What have I learned from this experience? How can I apply what I've learned to other projects or to everyday life?